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ABSTRACT

Atlantic Baptist College (New Brunswick, Canada) has adopted a faculty evaluation program based on the work of a committee of administrators and faculty representatives. The program was initiated out of the administration's desire to foster academic excellence and faculty development through a more systematic evaluation procedure. The committee developed a first draft and presented it to the faculty and administration. Faculty discussion and input focused on classroom visitation and the role of the Academic Vice President as well as the method for weighing different evaluation components. The plan requires each faculty member to develop and submit a 5-year individual plan for professional development and to consult with the Academic Vice President about executing their plan. The second half of the paper is a copy of the final faculty evaluation program which covers policy, program goals, procedures, classroom visitation policy and procedure, and a self-evaluation form. Appended are policies on the faculty development plans and a sample 5-year plan. (JB)

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FACULTY EVALUATION AT ATLANTIC BAPTIST COLLEGE

Atlantic Baptist College is a small, Christian, liberal arts university located in Moncton, New Brunswick. It is owned and governed by the United Baptist Convention of the Atlantic Provinces. Students at the college major in Biblical Studies, English, History, Interdisciplinary Studies, Music, Religious Studies and Sociology.

Until recently, the college did not have a formalized faculty evaluation program. Those charged with the task of evaluation did not have a step-by-step procedure or an evaluation system that specifically delineated the roles peers, students, and administrators played in the evaluative process. The college administration believed a comprehensive, systematic evaluation program should be put in place so that the institutional goal of academic excellence could be realized. Specifically, there was concern about the development of individual teachers, a desire to identify and reward exemplary teachers, and a desire to evaluate changes in teacher competence over a period of time. The fact that few faculty had any formal pedagogical or andragogical education and training emphasized the need for an evaluation program, the goal of which was their development as teachers and scholars.

Licata (1985, p. 13) says, "designing and operationalizing a post-tenure evaluation process that nourishes faculty growth, recognizes faculty accomplishments and fosters faculty

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improvements is no easy task." Kudless (1985, p. 3) contends that "evaluation must have the twin characteristics of flexibility and individualization." The May, 1989 issue of Policy Perspectives (in Fayne 1991, p. 4) stands for making "... teaching a central criterion in review for all hiring, promotion, and tenure decisions."

Current higher education literature supports the development of an evaluation program fostering both faculty growth and accountability, and involving faculty in developing and refining the process. It is clear that institutional effectiveness will be enhanced by an evaluation program that seeks a continual review and improvement of the teaching/learning process.

The age-old methods of faculty evaluation range from predicting competence based on preexisting teacher characteristics to assessing competence directly through using paper-and-pencil tests, and diagnosing competence from students' evaluation of instruction and students' test scores. The teaching profession has found none of these methods to be an acceptable means for evaluating faculty and sometimes these strategies have proven harmful to a faculty member's career, resulting in real injustices to faculty.

The administration at Atlantic Baptist College believed there to be a better way to evaluate faculty. What will be described in the pages to follow is a systematic, comprehensive approach designed to be free of the problems associated with traditional evaluation methods. Whether it will be an effective

way to evaluate Atlantic Baptist College faculty remains to be seen and is in essence an empirical question. Nonetheless, it is hypothesized that it will be superior to traditional evaluation methods.

A standing committee was created in 1993 for the express purpose of developing and administering a comprehensive faculty evaluation program. Membership included the President, the Vice-President of Academic Affairs, and two faculty members elected by the faculty.

The committee agenda for the first meeting included such items as the committee charge, a meeting schedule, a distribution and review of relevant higher education literature on faculty evaluation, and a discussion about planning assumptions. The second meeting began with a discussion relative to the difference between the terms "assessment" and "evaluation." The committee decided that the term evaluation was a more accurate term to describe a program which has as its aim faculty development; therefore, the Faculty Assessment Committee was changed to the Faculty Evaluation Committee and the Faculty Assessment Program was changed to the Faculty Evaluation Program.

The decision to change the term from "assessment" to "evaluation" was prompted by a review of the following six evaluators' views on evaluation: Tyler, Popham, Stake, Stufflebeam, Scriven, and Glass. Additionally Worthen's (1974) publication "A Look At The Mosaic Of Educational Evaluation And Accountability," was reviewed. Basically, it was agreed that

assessment simply looks at quality; whereas, evaluation looks at both standards and worth. Assessment is only one component of evaluation.

The planning assumptions, outlined in the first meeting, were revised in the second meeting after a discussion with the entire faculty. The committee then formulated the first draft of the program objectives and outlined the basic elements of the evaluation program. It should be noted that preparation for this stage of the committee process took place several months earlier when the President undertook extensive reading in the area of faculty evaluation and the two faculty members serving on the committee participated in a workshop on "Evaluating, Judging, And Improving Faculty Performance" conducted by Dr. Richard Miller, Professor of Higher Education at Ohio University. Furthermore, the committee Chair had completed two graduate courses in supervision of instruction and had been employed as a faculty development administrator at a community college in New England prior to coming to Atlantic Baptist College.

The first draft of the faculty evaluation program was presented to faculty during a retreat two weeks after its development. The same draft had been presented earlier to the administration during a regularly scheduled meeting simply for the purpose of keeping the administration informed of the committee's progress.

As is typically the case, a small minority of faculty were suspicious of the new program and made negative comments about

its adoption. There were debates about the phraseology in the document and the potential for program success. Knowing that change takes time and that faculty would feel ownership of the program only if given ample opportunity for input, committee members were purposefully receptive to all comments and suggestions for program improvement. Generally, however, the overall faculty response was encouraging as the members realized the need for such a program.

A few days later, the committee met to integrate the minor changes faculty requested. The essence of the program, which was partly based on the Ohio model (Miller, 1992), remained virtually unchanged. Probably the most controversial discussion surrounding the issue of evaluation was the topic of classroom visitation. Faculty wanted to look on the Academic Vice-President as a developmental resource person rather than an evaluator. It was believed by one faculty member that the relationship faculty held with the Academic Vice-President would be seriously compromised if s/he assumed the role of classroom evaluator. Furthermore, he believed he would be reluctant to go to him/her for classroom assistance if visitation was linked to evaluation.

A compromise was negotiated. The outcome was that the annual visitations would occur, however, the evaluation summary resulting from the visit would not be included in the faculty evaluation portfolio. Instead, the date of the visitation would simply be documented and included in the portfolio and the

evaluation summary would be used solely by the faculty member for the purpose of improving teaching effectiveness. Classroom visitation could then be looked upon as development in the true sense of the word, yet there would still be an incentive for the practice.

The second matter stimulating discussion among faculty was the matter of weighing the different evaluation components. One faculty member in particular strongly advocated that their be given equal weights to the categories teaching effectiveness and scholarly/creative activity. The major portion of the rationale for his suggestion is outlined below:

(1) The enrichment to the student that might occur through the classroom experience should not be viewed separately from the professor's commitment to the discipline of instruction. The evidence of this commitment is an active research agenda and workshop attendance. Indeed, scholarly research is a wellspring of contagious inspiration for the academic, requiring ongoing cultivation and dissemination in the classroom.

(2) Activities such as scholarly research and conferences ensure that the professor is aware of current literature in his/her area of expertise, which is invaluable to the classroom experience and the credibility of the teaching program. This constant

education is imperative in the information society, if students are to gain an equivalent knowledge with that offered in the broader educational system.

(3) Scholarly research is crucial to the future establishment of this college as a credible liberal arts institution. We should not be viewed as a place of employment for Christian professors who can not get jobs elsewhere, but as a dynamic institution known both for quality teaching and first class scholarly research activity.

(4) An emphasis on scholarly activity is as important to the professor in opening doors for Christian influence in the web of professional relationships, as is effective teaching to the opening of the windows of student minds in the classroom experience.

After much consideration, the committee determined that a forty-five percent weight was set for teaching, thirty-five percent for scholarly/creative activity, fifteen percent for service, and five percent for personal attributes. The committee members then took the negotiated weights back to the faculty for feedback, recognizing that the committee was not prisoner to the desires of the faculty but that faculty approval was essential if the program was to succeed.

The third and final matter, foremost in importance to one faculty member, surfaced during the second round

with faculty. It revolved around the inclusion of personal attributes as one of the four criteria for faculty evaluation. The faculty's arguments against including personal attributes as an evaluation criterion follow:

(1) Personal attributes is an entirely subjective measure that sets in motion judgemental speculation, antithetical to the teachings of Jesus.

(2) Given the changing nature of the college, including its relatively indefinite vision, what is considered as a constructive contribution by one faculty member may not be similarly regarded by another.

(3) A foundational feature of a liberal arts college, Christian or otherwise, is the exercise of self-critique and adaptability. Barriers that may potentially limit the exercise of institutional criticism should be avoided, including the proposed evaluation of personal attributes.

(4) Cooperative and constructive attitudes toward the institution, work, students and colleagues, are best assessed through the behavioural indicators delineated in the section of service to the college.

(5) Professional and personal ethics are realized through association with professional bodies, clearing of grant proposals with the research subcommittee, evaluation of manuscripts by referees and student evaluation of instruction.

The Faculty Evaluation Committee discussed the personal attributes component at their meeting the following week and elected to delete the component and apply the five percent weight originally allocated to personal attributes to the service component, thereby increasing it to a twenty percent weight. Since committee members believed that faculty's personal and professional integrity should be assumed for a Christian college, the personal attributes component was incorporated into the planning assumptions segment of the program.

Faculty were then asked to begin preparing personal development plans, which were to be completed by early spring. These five-year plans were to be directly linked to the college strategic plan (long-range plan). Guidelines and a sample five-year development plan were given to faculty, and the Vice-President of Academic Affairs planned to meet with faculty to assist with plan development. The development of a sound, comprehensive plan was considered to be vitally important since it would form the foundation for evaluation.

At this point in the evaluation process, the first drafts of approximately three-quarters of the plans have been turned in and reviewed. The Vice-President of Academic Affairs met with each faculty member to make suggestions for improvement. The model presented in Figure 1 of the attached Faculty Evaluation Program was used to assess the comprehensiveness and appropriateness of the plans.

Overall, the plans were excellent, especially considering that most faculty had never before developed five-year plans. The general area of weakness in the plans surrounded the issue of teaching effectiveness. This was to be expected given the educational preparation of faculty. That is to say that most had not completed even one undergraduate course in education, though all held doctorates in their disciplines. Suggestions were made by the Vice-President of Academic Affairs for adding objectives such as conducting and applying classroom research, reading higher education journals, attending creative teaching workshops, networking with professors in similar disciplines, eliciting peer review of teaching methods, and engaging in faculty exchanges with faculty from other post-secondary institutions.

Generally speaking, faculty were enthusiastic about developing five-year plans. Several indicated that they had never been pressed to map out their professional development path previously and found the activity to be both rewarding and profitable. Naturally, a couple of faculty members have not yet developed five-year plans, but the excitement on the part of those who have developed plans should prove contagious and, hopefully, those sitting on the fence will soon jump over and join their colleagues.

As mentioned above, it is premature to discuss program success. It is safe to say, however, that the evaluation program has been theoretically adopted at this point in time. It is anticipated that ongoing problems will surface and program

changes will be made, especially throughout the first implementation year. The planning and adoption stages went smoothly and perhaps this should be attributed to numerous variables, the most important being adequate educational preparation on the part of committee members. Additionally, the collaborative, supportive environment cultivated by college faculty and administrators cannot be overlooked as a significant contributing factor in program success during the initial stages of the program.

The next section of the paper presents the Atlantic Baptist College Faculty Evaluation Plan, followed by the Faculty Development Plan Guidelines (Appendix A) given to faculty to assist with plan composition. Lastly, a sample five-year plan (Appendix B) is included to give the reader the flavor of the type of plans faculty are encouraged to develop. The importance of the five-year plan, which should be revised and updated yearly, cannot be overestimated as it is the implementation of this plan that provides the basis for evaluation.

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ATLANTIC BAPTIST COLLEGE

FACULTY EVALUATION PROGRAM

Submitted by

FACULTY DEVELOPMENT COMMITTEE
March 1993

Dr. Norma McKinnon, Chair
Dr. W. Ralph Richardson
Dr. Stephen Dempster
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FACULTY EVALUATION PROGRAM

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FACULTY EVALUATION PROGRAM

PLANNING ASSUMPTIONS

(1) Faculty evaluation and development should go together.

(2) Faculty should manifest cooperative, constructive and Christian attitudes toward the institution, work, the students and colleagues. Personal attributes should not have to be formally evaluated.

(3) The components to be evaluated should include teaching, scholarly/creative activity, and service.

(4) Evaluation should be viewed and presented positively. It is an opportunity for growth and development.

(5) Evaluation is linked to the institutional plan (long-range), yet contains elements for personal and professional growth.

(6) An eclectic approach to evaluation should be used.

(7) Evaluation is a total quality improvement process tied to a reward structure.

(8) Evaluation ought to be legal, ethical and moral.

(9) No evaluation system is perfect.

PROGRAM OBJECTIVES

1. To create a constructive environment within which the instructional process can be fully explored in the interest of student success.

2. To create a means by which faculty performance can be evaluated to determine areas of strength and areas that may need improvement.

3. To establish a mechanism for allowing appropriate use of College resources both to reward exceptional faculty performance and to provide development opportunities in areas judged to be in need of improvement.

4. To establish procedures which will facilitate equitable personnel and management decisions regarding salary, promotion, retention, reappointment, sabbatical, leaves of absence and tenure.

FACULTY EVALUATION POLICY AND PROCEDURE

POLICY

A Faculty Development Plan (FDP) must be on file in the Academic Office by the close of the academic year. This five-year plan, revised and updated annually, is the responsibility of the faculty member. The FDP addresses the areas of teaching, scholarly/creative activity and service.

The FDP is directly linked to the Faculty Evaluation Portfolio (FEP). Refer to Figure 1 for a diagram of the Portfolio. Implementation of the plan provides the basis for portfolio evaluation. Refer to Appendices A and B for the Atlantic Baptist College Faculty Development Plan Guidelines and a Sample Plan Five-Year Plan.

The Committee will review faculty portfolios at the close of the academic year, although it is understood that evaluation of faculty performance is a continuing process. This type of performance appraisal is needed in connection with merit salary and in consideration for promotion and tenure. The four categories for evaluation are teaching, scholarly/creative activity, service and personal attributes. Some of the considerations of the evaluation elements follow:

Teaching Effectiveness:

(1) Evaluation Materials (self-evaluation and student-evaluation of instruction summaries)

(2) Support Materials (course syllabi, teaching and examination materials)

(3) Classroom visitation

(4) Interaction with students outside of the classroom

Scholarly/Creative Activity (Professional Growth):

(1) Publications: Published/unpublished books, articles, monographs and reviews

(2) Grant Activity: Funded and unfunded grant proposals

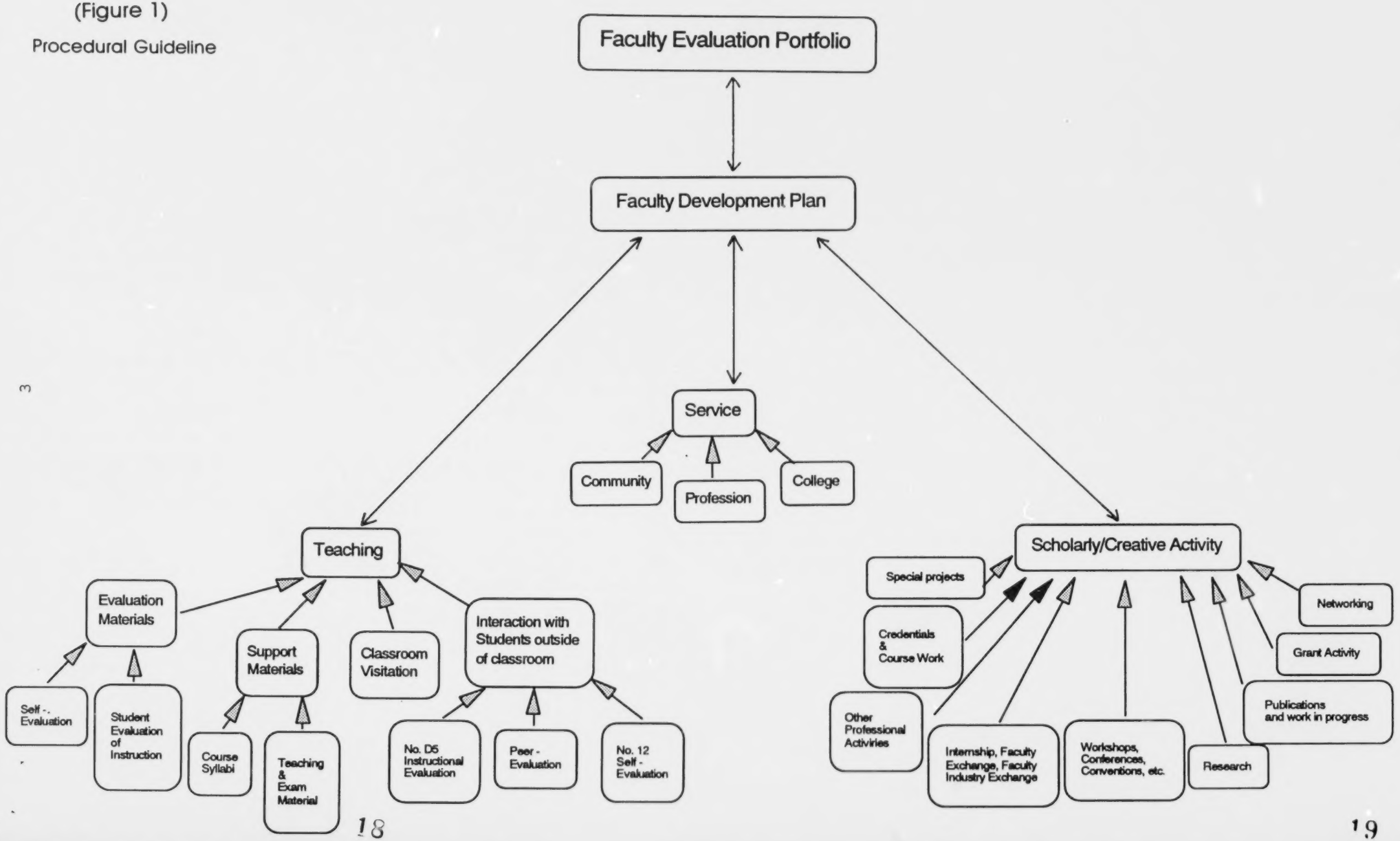
(3) Networking: Products or outcomes of networking activity, e.g. revised curricular component or a program/course proposal

(4) Special Projects: Development, Evaluation, etc.

(5) Research

(Figure 1)

Procedural Guideline



(6) Workshop/Conference/Convention participation

(7) Internship, Faculty-Exchange and Faculty-Industry Exchange

(8) Involvement in advanced study beyond the attainment of highest degree in field

(9) Recognition for extraordinary achievement

(10) Other professional activities

Service To The Following:

(1) College:

- Participation in department meetings, faculty meetings, and committee meetings
- Development in the role of academic advisor to students
- Consistency in meeting responsibilities in day-to-day activities
- Participation in college and student activities, programs, and projects
- Other

(2) Community:

- Participation in civic and denominational organizations, Christian service, presentations, community projects, etc.
- Voluntary use of expertise (without remuneration)
- Other

(3) Professional:

- Membership and participation in provincial, and national professional organizations
- Presentation of papers
- Other

PROCEDURE

1. The Faculty Evaluation Portfolio (FDP) should be submitted, via the Vice-President for Academic Affairs, to the Faculty Evaluation Committee by the close of the academic year.

2. The evaluation portfolio should contain the following: Faculty development plan indicating to what degree the objectives have been met, classroom visitation date(s), support materials (syllabi, teaching and exam materials), student evaluation of instruction summary, self-evaluation, written requests for faculty salary scale changes and release time.

3. The Faculty Evaluation Committee reviews the portfolio, making decisions consistent with its charge, as outlined in C.6 of The Faculty Handbook, (1991).

4. A faculty member should be notified in writing within one week of a Faculty Evaluation Committee's decision affecting her or him.

FACULTY EVALUATION

CLASSROOM VISITATION POLICY AND PROCEDURE

POLICY

A minimum of one annual visit will be made to each faculty member's classroom. The course targeted for classroom visitation will be chosen by the professor. The Vice-President for Academic Affairs will make the visit. If s/he is unable to make the scheduled visit as planned, s/he will designate a qualified substitute from the Faculty Evaluation Committee. It is required that this individual has had adequate preparation in the area of classroom visitation.

PROCEDURE

1. The observer schedules a preconference with the faculty member.

2. At the preconference, the observer and the professor outline the objective(s) of the classroom visit (what is to be observed and what form is to be used).

3. The observer makes an unannounced visit to the classroom, collecting the appropriate data, as agreed upon during the preconference.

4. The observer schedules a postconference with the faculty member within one week of the classroom visit.

5. At the postconference, the observer provides the professor with objective observational data. If a videotape of the classroom session was made, the professor and the observer review the tape. They analyze and interpret the data cooperatively. The observer elicits the professor's reactions to the data. Together, the professor and observer reach decisions about future actions. Decisions may be about alternative teaching strategies, using different objectives, or modification of the professor's own goals for self-improvement.

6. At this point, the observer and/or the professor may recognize the need for other information and suggest plans for a follow-up observation. The feedback conference (postconference) then becomes the planning conference for the next observation.

SOME GENERAL THOUGHTS ON FEEDBACK

It is descriptive rather than evaluative. The receiver is free to use the feedback or not to use it.

It is specific rather than general. For example, saying the professor is "dominating" a class is probably not as useful as saying, "just when students were deciding the issue, you did not listen to what they had to say and they were forced to accept your arguments or face attack from you."

It is directed toward behaviour which the receiver can change. Frustration is only increased when a person is reminded of shortcomings over which the person has no control.

It is solicited, rather than imposed. Feedback is most useful when the receiver formulates the questions on which the observer can collect data.

It is well-timed. In general, feedback is most useful at the earliest opportunity after the exhibited behaviour.

FACULTY EVALUATION

SELF-EVALUATION*

Professor_____ Course_____
Term_____ Academic Year_____

Thoughtful self-evaluation can help improve teaching effectiveness. This questionnaire is designed for that purpose. You are asked to appraise your own performance in teaching. Please complete a self-evaluation for each course you teach.

Directions: Rate yourself on each item, giving the highest scores for exceptional performance and the lowest scores for very poor performance. Place in the blank space before each statement the number that most nearly expresses your view.

Excep-tional			Moderately Good			Very Poor	Don't Know
7	6	5	4	3	2	1	X

____ 1. Have the major objectives of your course been made clear?
____ 2. How do you rate agreement between course objectives and lesson assignments?
____ 3. Are class presentations well planned and organized?
____ 4. Are important ideas clearly explained?
____ 5. How would you judge your mastery of the course content?
____ 6. Is class time well used?
____ 7. Have you encouraged critical thinking and analysis?
____ 8. Have you encouraged students to seek your help when necessary?
____ 9. Have you encouraged relevant student involvement in the class?
____ 10. How tolerant are you of student viewpoints that differ from your own?
____ 11. Considering the previous 10 items, how would you rate your performance in this course?
____ 12. How frequent are your interactions with students outside of the classroom?
13. What strengths do you believe you bring to the course?

14. Comment on your future plans for course improvement.

*Revised version of Ohio University's Self-Evaluation

Appendix A

FACULTY DEVELOPMENT PLAN

The faculty development plan (FDP) is intended to give a description of the context of personal, professional, and institutional growth and direction within which development will occur. It clarifies development goals which can be utilized as a planning tool by the individual and the college. It is in the plan that faculty identify goals for a 5 year period; show how individual development plans are related to those of the college; establish priorities, and determine the kinds of activities and resources necessary to complete the plans.

The following areas should be addressed in the plan:

1. Faculty Development Goals

   In addition to goal statements, rationales should be included which show their relationship to:

   a) College goals

   b) Professional and personal growth

   c) Service goals

   d) Present and possible future career goals

2. Activities

   Types of activities, or even specific activities, if known, which may assist in the realization of these goals, should be listed. The projected cost for each activity should also be outlined whenever possible.

3. Outcomes

   These should include statements of the planned and/or expected measurable outcomes for both personal and professional growth and development and for the department and college.

   Note: A faculty development plan will normally be between 2-3 typed pages in length.

Appendix B

SAMPLE FIVE-YEAR PLAN

Faculty Development Goals: Dr. Andrew Anybody

1. Maintenance and further development of instructional skills, including both content and technique. In the area of content, I intend to increase my knowledge of descriptive statistics and to continue to broaden and deepen my understanding of applications of linear algebra and calculus. In the area of teaching technique, I am interested in alternative instructional methods and the use of technological aids, particularly computer programs. In the teaching of mathematics, I want to keep current with respect to developments in the philosophy and practice of adult education. Excellence in teaching is one of the primary goals of the college and of our department.

2. Development of skills in computer use. Improving my skills on the computer will contribute to my efficiency in the preparation of suitable materials for my students, in the maintenance of class and professional development records and will increase my options in the presentation of materials in the classroom. Since a significant number of my students intend to pursue further studies in computer science or in computer technology, I may also be better able to include applications they find relevant to their interests. Computer literacy and increased use of current technology are college goals. Additionally, the department has a commitment to increasing the number of options available to students in order to improve the fit between instructional methods and student learning styles.

3. Continued development of skills in group participation, communication, planning and organization. These are skills that I need in order to work effectively, particularly on college committees and in community service. Also, I want to begin using small groups in my probability and statistics classes.

4. To have at least one paper per year published in a refereed journal. This will contribute to my discipline and to the scholarly climate of the college. Research also enhances my teaching effectiveness and the reputation of the college.

5. To obtain my Certificate of Advanced Study in Higher Education. This program will provide me with the knowledge and skills needed to be a more effective instructor. The benefit of this coursework will automatically assist me to meet the above goals. Furthermore, my career goal is to be Dean of Student Affairs and this graduate program will

provide some of the education required to prepare me for for this challenging and diverse area. I will have to commute to U.N.B. two evenings a week to obtain the 42 credits required for degree completion. I will use my continuing education fund for the tuition and books and will need a substitute instructor to cover my calculus class from 3:00-4:00 p.m. on Tuesdays and Thursdays.

Proposed Types of Activities:

1. Professional reading and self-study, particularly in the areas of adult education, statistics, linear algebra, calculus and the teaching of these topics. Academic coursework towards a C.A.S. in Higher Education at U.N.B.

2. Attendance at appropriate conferences and meetings of professional organizations, particularly those related to adult education and mathematics education, for example, the National Council of Teachers of Mathematics (NCTM), the American Mathematical Association of Four-Year Colleges (AMAFYC) and the Mathematics Council of the Alberta Teachers' Association (MCATA).

3. Continued involvement in curriculum development in college - preparatory mathematics and continued service on the Academic Committee.

4. Continued use of my personal computer to produce documents and to keep student records. This will include learning to use new graphing and graphics programs, computer spread - sheets, and data base programs.

5. Obtain membership in a computer users' group. Network with at least two users and make initial forays into the development of a computer-aided instruction package for Math 110.

6. Develop a mentorship program for part-time faculty in the Math-Science department.

7. Search for suitable computer application exercises for use in Math 131 and experiment with these if the search is successful.

8. Participation in workshops, conventions, internships, faculty exchanges, and faculty/industry exchanges relating to any of the areas identified in my goals. I will need $1500 in 1994-95 to attend the AMAFYC Convention.

9. Conduct action research in the classroom, specifically in the area of gender equity, wait time, and criticism:praise ratio.

10. Schedule at least two classroom visitations annually. One visit should be videotaped to allow for comprehensive analysis.

11. Participate in the interdisciplinary research project planned for 1993-94. I am requesting a courseload reduction for that academic year and a student marker for Math 131.

12. Write a research grant proposal with other faculty in the department. The proposal should deal with learning effectiveness and student attitudes relating to the use of computerized audio-visual aides in the classroom.

13. Volunteer to teach a Heartsaver course and a Basic Life Support course monthly at the Moncton Hospital.

14. Continue to teach the Junior Boys Sunday School Class at First Baptist.

15. Obtain CPR Instructor recertification through the Canadian Heart Association. I will need to have January 13 and 14, 1993 off in order to attend recertification classes at the Moncton Hospital.

16. Continue to subscribe to Faculty Dialogue, Journal of Higher Education, Math Alive, and The Creative Teacher.